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ABSTRACT

This study explores the relationship between elements of the service learning pedagogy and the self-development of students. The study focuses specifically on undergraduates who participated in a career-based outreach program (CBOP) at the University of California, Los Angeles. Observers followed four student fellows enrolled in a Community Service Learning for Student Achievement in fall/winter 1998-99 as they attended lectures and discussion groups and visited field sites. The data included weekly ethnographic field notes prepared by the observers, as well as one-on-one interviews with students. Three self-development outcomes emerged from the data: a commitment to loving people and loving the community; self-empowerment; and the quest to find purpose and meaning. Course elements that were influential in contributing toward self-development of undergraduates included the role of the professor, lecture content, discussions, and the field experience. Two appendixes include the interview protocol and a list of optimal learning principles. (Contains 40 references.) (CH)

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Service Learning: Is it Good for You?

Winnie Wang

AERA 2000 Conference Roundtable Presentation

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Introduction

Since the Colonial Era, one of the missions of higher education has been the production of civic leaders. Higher education has had the responsibility of contributing toward the social good. Service learning pedagogy has embraced the concept of community service. Service learning activities encourages students to become involved in trying to meet community needs through collaborations between the school and community. The academic curriculum serves to provide structure and assist students in fully understanding what they are experiencing in the field by written and oral reflective exercises (CNCS, 1993). This experience serves to extend student learning beyond the classroom and into the community thereby fostering civic responsibilities. Therefore, students develop holistically when they are engaged in service activities (Brendtro, 1985).

Recently, findings from a study conducted by Astin, Sax & Avalos have suggested that service participation is positively associated with a number of long-term cognitive and affective outcomes during the undergraduate years (Astin, 1999). Findings from a RAND/UCLA study concluded that students who engage in community service show greater academic achievement and evidenced greater citizenship than their peers who were not involved in such service (Astin, 1998). At various colleges and universities across the nation, faculty have integrated service learning into their curricula. Many studies have suggested that the exact nature of the impact of service learning on various student outcomes needs to be documented (Bringle and Hatcher, 1996).

Thus, this study seeks to understand which elements of the Career Based Outreach Program (CBOP) promoted self development in its undergraduate

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student participants (Fellows)? It would be beneficial to explore the relationship between the various elements of the service learning pedagogy and the self development of students who were involved in the program.

Background of Study

In 1995, the University of California Board of Regents voted to eliminate the use of race, gender, and ethnicity in student admission policies. Shortly thereafter, Californian voters passed Proposition 209 which completely eliminated the policy of affirmative action. With the passing of Proposition 209, UCLA continues to struggle with maintaining its mission and commitment to diversity.

One of UCLA's premiere outreach efforts since then has been invested in the Career Based Outreach Program (CBOP). CBOP reaches out to the educationally disadvantaged areas of Los Angeles. The program specifically targets 19 high schools in the attempt to increase the number of applications and admission of African Americans and Latinos into UCLA.

The program also targets African-American and Latino UCLA undergraduates in their access to graduate programs. These undergraduates participate in UCLA's Community Service Learning for Student Achievement course (Education 193A) taught by Professor Chip Anderson. This study focuses specifically on the undergraduates (Fellows) who were enrolled in Education 193A in the Fall and Winter quarter of the 1998-1999 school year.

Fellows attended lectures and discussions during the Fall quarter. Dr. Anderson delivered all the lectures and led all the discussions during the year. Fellows wrote weekly reflections about the reading assignments and class exercises. Fellows were

assigned into groups according to their preference of field site. Each group created a curriculum during Fall quarter in preparation for usage during the Winter quarter at the high school of choice. During the Winter quarter, Fellows attended discussion sections and went out to the field site weekly for two hours. Fellows took turns writing weekly reflections of the field site experience. Weekly reflections of reading assignment and class exercises continued to be turned in during the Winter quarter. Saturday Academies were held on scheduled weekends of each month. Saturday Academies were prepared by the CBOP office in conjunction with each of the nine graduate schools at UCLA. Saturday academies included workshops about information regarding graduate school entrance exams such as the GMAT, MCAT, and GRE. Also, each graduate school set up meetings between the Fellows and graduate student mentors. The lecture, discussion, role of the professor and field site experiences were the four elements of the service learning program under examination in this present study.

Definition of Service Learning

Although there are several definitions in the literature regarding service learning, the Commission of National and Community Service provided the most useful definition. A service learning program provides education experiences:

> 1) under which students learn and develop through active participation in thoughtfully organized service experiences that met actual community needs and that were coordinated in collaboration with school and community;
> 2) that were integrated into the students' academic curriculum or provided structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;
> 3) that provided a student with opportunities to use newly-acquired skills and knowledge in real-life situations in their own communities; and
> 4) that enhanced what was taught in school by extending student learning beyond the classroom and into the community and helped to foster the development of a sense of caring for others. (CNCS, 1993, p.15)

Reflections are heavily emphasized in the service learning pedagogy. Written reflections are used to integrate the service and academic component.

Significance of Study

Higher education has traditionally facilitated the development of the self (Bowen, 1997). This study addressed concerns such as: Which student developmental outcomes emerged from the data? Which elements in the CBOP program contributed towards self development? Was there one element that was most significant in facilitating the self development of Fellows? These questions were central to assessing the effectiveness of the CBOP service learning pedagogy.

Service learning has been a relatively new pedagogical practice. To date, the research has largely focused on organizational, administrative, and policy issues in implementing service learning in the curriculum (Jacoby, 1996; Morton, 1995), and philosophical foundations and principles of service learning (Gugerty & Swezey, 1996; Jacoby, 1996; Mintz & Hesser, 1996; McEwen, 1996).

Many positive student outcomes were found to be associated with service learning through quantitative research methods. As more college and universities are implementing service learning programs into their curriculum, the need to evaluate and understand the outcomes of the impact of service learning became greater (Bringle and Hatcher, 1996; Driscoll, Holland, Gelmon, and Kerrigan, 1996). The crucial question that needed to be investigated was how exactly did service learning impact student outcomes such as the development of self. If this phenomenon was clearly understood and documented, the promotion of service learning could be implemented across the nation as the next pedagogical tool. Also, if CBOP proves to be a program that efficiently

outreaches to minorities and provides them with access to higher education, programs like CBOP that incorporate service learning could be embraced across the nation. Increasing diversity at a college or university is of the utmost importance in facilitating effective learning (Astin, 1993).

Literature Review

Service Learning Outcomes

Many institutions of higher education have embraced service learning because of its effective pedagogy (Lisman, 1998). Service learning was found to be correlated with an increase in grade-point average and improved academic performance (Greco, 1992; Hannah and Dworkowitz, 1992; Levinson and Felberbaum, 1993) A couple of studies found that community service enhanced the moral development of students (Boss, 1994). Service learning has been effective in building students' self-esteem (Driscoll et al., 1996). Recent studies suggest that service learning connected to a specific course can increase students' learning of course content (Boss, 1994; Cohen and Kinsey, 1994; Markus et al., 1993; Miller, 1994; Driscoll et al., 1996). Students have also been shown to increase their motivation for learning, social responsibility, citizenship, and civic involvement (Batchelder and Root, 1994; Giles and Eyler, 1994; Kendrick, 1996). In addition, service learning was found to increase students' self-awareness, awareness of and involvement with community, personal development, sense of service, sensitivity to diversity, and independence in learning (Driscoll et al., 1996).

Lisman made a poignant observation regarding self development. He wrote,

> In the context of service, we come to realize that not only are we important to other people and that our actions matter, but we may decide to be more responsible to ourselves not only because it is in our self-

> interest to do so, but because we believe that what we do matters to others. (Lisman, 1998, p.35)

A sense of community and cooperation were developed in students involved in service learning. Studies have documented that there is great value in providing service as a means to developing leadership (Lisman, 1998). Service learning promoted a sense of community leadership.

Self-Concept and Community Leadership

Pascarella, Smart, Ethington & Nettles (1987) conducted a study that investigated the factors that influence academic and social self-concept among Caucasian and African American men and women. The study found that collegiate community leadership was very important in the development of African-American male self-concept. Community leadership was defined as involvement in service organizations that served the community. Academic integration of Black women, White men and White women during college strongly impacted their academic and social self-concept. For Black men and White women, serving in leadership positions had significant positive associations with social self-concept. The work was based on the theoretical concepts of Astin and Pace. Since community leadership and academic integration was found to strongly impact the self-concept of African-American men and women, their participation in activities such as tutoring other students was very important in improving their self-concept.

Community Service and Self Development

Community service has been thought to be an excellent way of increasing students' self-esteem and leadership ability; helping them gain a sense of personal responsibility; and stimulating the development of creativity initiative and empathy

(Rifkin, 1996). However community service should not be confused with service learning because it does not contain the formal, structured learning component within a classroom. Service learning contains formal instruction within a classroom in addition to serving the community. The need to assess the impact of service learning on student outcomes has grown to become one of the most pressing topics on the research agenda (Driscoll, Holland, Gelmon and Kerrigan, 1996). In the *Research Agenda for Combining service and Learning in the 1990s,* Giles called for research to understand if participation in service-learning affects the participant's perception of self and others (Giles, 1991). Elements of service learning pedagogy need to be clearly documented in order to demonstrate its effectiveness in student outcomes.

Service Learning and Self-Esteem

The effects of service learning on self-esteem are mediated through self-efficacy (Waterman, 1998). If the students have a perception of higher levels of skills and competencies that contribute to desired outcomes, the level of their overall self-assessment will be increased. Higher levels of self-efficacy and self-esteem will result only if the students believe that they are making useful contributions to projects and it is worth their effort.

Theoretical Framework

Astin's Theory of Involvement

The importance of the active involvement of students in their academic endeavors is supported by Astin's theory of student involvement (Astin, 1994). According to Astin, student involvement theory states "the greater the quantity and quality of the physical and psychological energy that students invest in the college experience, the greater will be the

amount of student learning" (Astin, 1984). Astin's student development theory suggests that learning and development will be greatest when students are actively engaged.

Astin's theory of involvement consists of five postulates. Postulate one states that involvement is defined as the investment of physical and psychological energy in various objects. These objects can refer in general to the student experience or specifically to service learning (in this case). Postulate two asserts that student involvement occurs along a continuum. Each student is unique and will invest different degrees of involvement in different objects. Postulate three says that involvement has quantitative and qualitative features. The degree to which a student is involved in service learning can be measured quantitatively by the amount of time he/she invests in the activity. Qualitatively, the impact of the service learning program on the student can be measured if the student has learned something about him/herself. Postulate four contends that the amount of student learning and personal development that occurs in any educational program is directly related to the quality and quantity of student involvement. According to this postulate, personal development such as increasing one's self-esteem can be associated with the involvement of the student in service learning programs. Postulate five contends that the effectiveness of any educational practice is related to the ability of that practice to increase student involvement.

Delve, Mintz and Stewart's Service Learning Model

Delve, Mintz, and Stewart (1990) developed the Service Learning Model to recognize that student involvement in community service is symbiotic with value development. The model consists of five phases of a student's development (Exploration, Clarification, Realization, Activation and Internalization) when

participating in a service learning activity. Within each phase are four variables (Intervention, Commitment, Behavior, and Balance) that apply to the model.

The first variable of the model, intervention, describes the interaction of the student in a community service program with the client population. Commitment, the second variable focuses on the frequency and duration of the service learning activity itself. The third variable, behavior, describes the needs and outcomes of the student due to the possible effect of the service learning activity. The final variable, balance, describes the tension inducing challenges and supports that students encounter. A student finally arrives at a new state of understanding that has been changed in some way.

These four variables apply to each phase of the model. During the first phase, exploration, students are enthusiastic about the opportunities they are encountering, but have not connected psychologically or emotionally with any group on campus or with any population or issue in the community. In the clarification phase, students explore the various opportunities and make decisions about where they will use their community service energies. They begin to select what is important to them. In the third phase, realization, students become aware of what the service learning experience consists of and are able to understand a larger truth about themselves. Through a significant transforming experience, students become focused on a particular issue and are confident in their beliefs. The concept of reciprocal learning, is a situation in which the student learns just as much from the class as they are learning from the service learning experience. The fourth phase, activation, describes a student's development from cognitive bystander to full participant in the discussion of larger issues such as racism, classism, and economic injustice. The student may feel a strong sense of solidarity to the

issue and become an advocate. Finally, the fifth phase, internalization, describes students who completely integrate their community service experience into their lives and make lifestyle and career changes.

The Service Learning Model offers a theoretical foundation that focuses on the value development of students. The internalization process that students undergo in phase five may influence the self development of the individual. This framework serves as a backbone in understanding the value and belief of transformation that students experience when fully engaged in service learning.

Coopersmith's Study of Self-Esteem

Like Astin's theory of involvement, Coopersmith defines self-esteem as occurring on a continuum in which a person may see him/herself as a worthy pianist but not an artist. Also, Coopersmith defines self-esteem as the decision one makes of one's own worthiness by their performance capacities. The belief one has of oneself is based on the values and standards he/she possesses in judging their own self-worth. The Service Learning Model is based on the transformational value development that students embrace when they engage in service learning activities.

Thus, the theories by Astin, Delve, Mintz, Stewart and Coopersmith set the framework for understanding if participation in service learning activities has an impact on the self development of Fellows. According to Astin, students can influence their personal development by actively participating in educational activities such as service learning. The personal development of these individuals is based on the capabilities and views of their own self-worth. Participation in service learning activities may contribute

towards enlarging one's judgment of his/her capabilities and allowing the individual to form a new concept of self.

Design of Study

Sample

The sample consisted of four Fellows who were enrolled in Education 193A. These four Fellows went to Hamilton High School every week and taught the high school students in Ms. Thelin's English Honors class. These high school students are called Scholars. Each Fellow mentored to approximately 6 Scholars. The Fellows attended class lectures and discussions during the Fall Quarter. Lecture consisted of 2 hours from 8-10 a.m. and discussion followed from 10-12 a.m. All four Fellows were enrolled in Education 193B during the Winter quarter. Fellows no longer needed to attend the lecture sessions during this quarter. Fellows only attended discussion sections and journeyed out to the field site during the Winter quarter. The weekly discussion section met from 12-2 p.m. on Tuesdays. Fellows went to Hamilton High School from 11:30-12:15 a.m. every Thursday. The sample is representative of a typical team of Fellows who venture out into the nineteen high schools involved the program.
The sample consisted of 2 African American females, 1 African American male, and 1 Vietnamese American female.

Analysis Plan

Phase One

The first method of data collection consisted of participant observation of the Education 193A and Education 193 B lecture and discussion section during the Fall and Winter quarter. Weekly ethnographic field notes were taken from each session.

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Participant observation method was used to clearly understand crucial course concepts that were being taught. It provided a context for understanding the values that were being imparted by the professor. Both the lecture and the discussion were taught by Dr. Anderson.

Phase Two

Another method of data collection included the collection of weekly reflective journals of their field experience and class exercises; and final reports. Fellows were asked to focus on certain themes and concepts they were encountering during class or in the school site. The reflective journals served as an excellent source of data in understanding the internal transformational process that Fellows experienced due to the service learning experience

Phase Three

The best way to understand which elements of the CBOP program contributed to the self development of Fellows was by one on one interviews with each subject. A basic interview protocol was developed (Refer to Appendix A). Each interview took approximately an hour to an hour and fifteen minutes. Interviews were conducted between February 4, 1999 and February 10, 1999. Two of the interviews occurred at the subjects' place of residence and the others were on-campus, at the LuValle eatery. The interviews were semi-structured to allow for free flowing responses from subjects. The use of participant observation method, reflective journals, and semi-structured interviews allowed for the triangulation of data.

Phase Four

Twenty weeks of field notes from the lecture, discussion, field site and reflective journals; four interviews; four final papers; and hundreds of class documents were coded using QSR-NUDIST. QSR-NUDIST is a qualitative data management computer program.

Results

Three self-development outcomes emerged from the data. These outcomes included a commitment to loving people and loving the community, self-empowerment, and the quest to find purpose and meaning. Four elements within the Education 193A/B class were found to contribute toward the self-development of undergraduate students. The five influential elements were: the role of the professor, the content of lecture, the discussion, and the field experience. Each of the class elements contributed to the three self development outcomes. The holistic combination of the elements contributed toward the overall self development outcomes of Fellows.

Service Learning Outcome #1: Loving People and Loving the Community

Fellows demonstrated an attitude of loving the students and loving the community at large. Fellows were altruistic and wanted to give back to society and help communities prosper. Fellow found serving in the community to be extremely rewarding. The Fellows loved their students and wanted the best for them.

The Influence of Lecture on the Concept of Loving People and Loving the Community

Fellows defined themselves according to their community. This definition transcended all ethnicities and races. Each fellow was very proud of the fact that they

were helping their own community in addition to other minority communities. One Fellow stated during lecture,

> I think that participating in the whole effort is an advantage for my community as a whole. It is rewarding to be part of the project. I signed up for this class because it had a community service component. (Field note 1, pp.12-13)

The Fellows valued their ability to give back to their communities and found serving their communities to be extremely rewarding.

The Influence of Discussion on the Concept of Loving People and Loving the Community

Discussion sections facilitated cooperation among Fellows and served to exemplify the concept of loving people. During discussion, Fellows were divided into small groups of four or five. Each small group worked together during the entire year to plan the curriculum for their field site. Individual members took turns completing group assignments. A Fellow stated,

> I learned a lot from working with my group. I felt a responsibility towards completing my assignments so that I would not let my group down. Also I learned to depend on other group members for support. Not that it was easy but I learned to love everyone in my group. (Field note 7, p.23)

Discussion served to foster a sense of community between the Fellows. The interdependence that group members felt towards each other freed each individual to love their students. One Fellow wrote in her reflection journal,

> I am able to demonstrate the importance of working in groups to the high school students due to the effective interaction I have with my CBOP group. We go out and teach the entire class as a group and we help each other. We prepare the curriculum together and we function as a team. CBOP has taught me the importance of working in groups. (Field note 9, p.6)

The community that the Fellows build amongst themselves gave them a foundation for supporting each other. They were able to demonstrate the importance of community to the high school students.

The Influence of the Professor on the Concept of Loving People and Loving the Community

Professor Anderson taught the Fellows to love their students. He used himself as an example to demonstrate to the students his loving philosophy. One Fellow described him as,

> Chip basically teaches us to love the students. You basically show love to others in order to get love back. You have to be a model for those people so they can look at someone else. If you're an UCLA student, and they see me and think I'm stuck up that wouldn't help my interactions with them. They change over time when you interact with them and reach out to them. (Field note 3, p. 13)

Fellows were taught to reach out to their students and relate to them on an individual basis.

Professor Anderson clearly described the hopeless situation at the high schools to the Fellows. A Fellow said,

> Chip was just saying how the high schools we go out to. A lot of kids don't know anything about college. They have no motivation outside of high school. These kids have no hope. So that kind of motivates me. Just to go out and say, You have a future outside of this. You can get out of this. You can make a future for yourself. Regardless about what other people say about you, you're not stupid. Going out there and helping kids get into college. (Field Note 4, p.42)

Professor Anderson prepared the Fellows to know what they might encounter in the field. He encouraged Fellows to have a giving heart and motivated them to give the high school student hope.

The Influence of the Field Experience on the Concept of Loving People and Loving the Community

Fellows were challenged to become greater loving people as a result of this program. Fellows began to approach the high school students differently. A Fellow said,

> I never saw myself being an educator and going out there and actually educating somebody and you know… like loving the student. That kind of impacted my thinking because if I really cared about the student and I really cared about their success and I really loved them as a person, then I would do something different. It would come out in my learning. It would come out in the way I taught. (Field note 1, p.18)

Field experience impacted the thinking of Fellows significantly. It was essential for Fellows to have compassionate hearts as they reached out to students. Another Fellow said, "I gained a deeper understanding of affirmative action and Proposition 209" (Field note 4, p.12). One of the underlying assumptions of the class was that there is no greater possibility toward impacting another's life than when that individual feels cared for. Fellows who desired to have an impact on the lives of their students began the process with open hearts and extended hands.

Service Learning Outcome #2: Self-Empowerment

Self-empowerment referred to the concept of acknowledgement made by Fellows regarding themselves. Fellows took proactive measures in working towards their goals. Fellows became self aware of their strengths and weaknesses. Each Fellow embraced their responsibility toward creating their own learning.

The Influence of Lecture on the Concept of Self-Empowerment

During the ten weeks of lecture, Dr. Anderson presented one or two of the fifteen Optimal Learning Principles each week. Winston Doby, who is the Vice Chancellor of Student Affairs at UCLA, developed the fifteen Optimal Learning Principles (Refer to

Appendix B). Two of the learning principles are, "each person is responsible for [their] own learning" and "each person is [their] own teacher" (Doby, 1997). One Fellow stated during an interview and wrote in her journal,

> Before, I was going to class thinking that this professor doesn't know anything or that he does or she does but I'm not understanding it. Then I realized that maybe I need to take it upon myself as a student and be responsible for my own learning. I'll take the problems on myself, maybe read a little bit more, go more to office hours, something like that to just take charge of my own life. (Field note 1, p.18)

By not relying upon the professor to be the great depositor and bank of knowledge, the Fellows saw themselves as equal participants in the classroom. One Fellow stated,

> When I don't understand concepts from class, I will usually try to figure it out by myself using the resources I have access. If I can't figure it out by myself, I will bring it up in study groups that I have with my friends and we will work on the problem together. (Field note 6, p.15)

They were no longer dependent upon the professor but rather, they were much more autonomous and cooperative in their learning.

Another learning principle presented in lecture was, "self-confidence comes from our ability to persist in the face of adversity and is a fundamental ingredient to optimal learning" (Doby, 1997). Three of the Four Fellows talked about the obstacles that each had encountered in their lives. Fellows who had to overcome obstacles had a stronger sense of identity. A Fellow who was placed on academic probation, said in an interview,

> I'm more than academics. I'm other things. I'm a mentor at my church, I'm the president of a youth organization, etc. There are more components to me and I think that is what I had to realize. Just because this part of me falls doesn't mean that all of me has to fall. (Field note 1, p.29)

Another Fellow spoke of his struggle of transferring from a city college to a four year college. He encountered difficulty adjusting and paying for tuition at UCLA. He learned that he can handle difficult circumstances and overcome them through hard work.

Various obstacles that each Fellow encountered produced positive insights and strengths within themselves. Instead of having academic development be their sole definition of self, they included social, moral, and sexual development as part of their schemas of self.

The Influence of Discussion on the Concept of Self-Empowerment

A learning activity that was used during discussion gave a Fellow some significant insights regarding herself. The Fellows were given a picture of several children playing at a playground near a tree. The Fellows were asked with which child they identified. The Fellow wrote in her journal,

> I picked the child in the middle who was climbing the tree but looked back to help someone else climb to the top. I feel at this point in my life, I am not quite at the top. Through CBOP I am helping other students climb the ladder of success. This soul searching exercise allowed me to look at where I think I am right now in life and why. (Field note 9, p.3)

Positive insights gained through discussion activities helped Fellows gain a new perspective on themselves and their abilities.

The service learning discussion helped students foster an "attack" mentality. Students took a pro-active stance in learning about school subjects and life in general. A Fellow described during an interview and discussion,

> It not only helped me with my academics but it helped me with life. It helped me approach life, to attack the subjects I'm studying, to manage my finances, to look at myself and what I want to do in the future, to just focus on me and what I want to do, and how to approach obstacles in my life. I thought that the discussion helped me in general learn how to attack and accomplish what I need to do on all aspects of my life. (Field note 1, p.14)

This "attack" mentality enabled Fellows to become active learners instead of passive students. Students found their own resources to supplement their learning. This fostered independence in all aspects of their lives.

The Influence of the Professor on the Concept of Self-Empowerment

Dr. Anderson helped students concentrate on themselves, their lives and goals. One Fellow wrote in her journal,

> I really like how Chip [Dr. Anderson] really concentrates on you and what you want to do. He is not concerned with just academics or just this aspect of your life and it's kind of like what do you want to do? And very few times in class are there professors who are so concerned with what I want to do. (Field note 1, p.16)

Dr. Anderson discussed in class regarding the willingness of students to pay $25-50 to attend a music concert of their favorite artist. These students usually want to sit in the closest row possible to the artist. Dr. Anderson stated that students are currently paying $25-50 per hour to attend class at UCLA. Dr. Anderson challenged students to get their monies worth. Another Fellow wrote in his final report, "I think that I'm more focused than I used to be. I think I'm more goal-driven than I was before. I'm more serious about the way I see things. I don't take things lightly. I don't want to play around anymore" (Field note 1, p.26). Questions framed toward understanding what each individual in the classroom wanted in life challenged Fellows to probe more deeply into themselves for an answer.

Dr. Anderson taught the students to attribute their failures to lack of effort. One Fellow said in an interview,

> Chip tells you, you're at UCLA. It means you're obviously intelligent. If you get bad grades, it's not because you're dumb. It's because you don't apply yourself. It got me thinking that I'm not dumb. I always felt like I had slipped through the admission process. He made me feel more positive about my abilities. I have the capability. I just need to actually try. Put in effort. Chip says, effort is what helps you get through. Intelligence only plays a little piece of it. (Field Note 4, pg.5)

Students learned to attribute their successes to effort. Self-efficacy empowered the students to take charge of their academics through painstaking hard work.

The Influence of the Field Experience on the Concept of Self-Empowerment

Field experience at Hamilton high gave a Fellow self-confidence in her speaking abilities. She said in an interview and wrote in her reflection journal,

> I like to see kids get motivated. I just like to see that. It really helped my self-confidence because I have a fear of public speaking. I never raise my hand in class to talk because I feel self conscious. I don't think my ideas are as good as others. But after going to the high school and interacting with my kids in my little group, I feel much more confident in expressing my ideas in class. The kids listen to me and look up to me. (Field Note 6, pg.18)

Through interacting with Scholars, Fellows overcame some of their fears and gained a better view of themselves.

Included in the Fellows field experience is their interaction with the graduate school outreach programs from UCLA. One Fellow suggested that she wanted to complete a twenty page research project with a graduate student with whom she was affiliated to prepare for graduate school. She said in an interview,

> I don't know if everyone will agree with me but I admit that that is important if you want to go to a higher level, you need to know how to research for a paper. Why get to a graduate school and be there like well... somebody help me. It would be good to know that I could already do that right now so when I get there, I would have this be an advantage. (Field note 1, p.6)

Fellows were very determined to acquire the skills necessary to move up the education ladder.

Service Learning Outcome #3: The Quest to Find Purpose and Meaning

The service learning class motivated students to enter a quest to find purpose and meaning in their lives. Fellows questioned the meaning of their existence and their vision

for the future. Many Fellows tried to find direction in their career paths and life goals. Fellows figured out what would lead them towards happiness. Each fellow pondered upon their purpose in existing, their goals, dreams, and pursuits.

The Influence of Lecture on the Students' Quest to Find Purpose and Meaning

As an outcome of participating in the service learning lecture, students gained a sense of purpose, mission, a sense of meaning, and a vision for their future. A Fellow wrote in her final report,

> I experienced knowledge of self while engaging in this course, because I realized the importance of constructing your own identity goals and dreams. I began to reevaluate my situation then and even now as I take this course that I was allowing others to construct my identity. I didn't want to be locked behind an office in front of a computer from 9-5 making $80,000 a year but being miserable for the rest of my life. (Field note 9, pp.1-2)

When probed more deeply on this topic, the Fellows said that their purpose was linked to what they enjoyed doing. They all wanted happy lives and having jobs that they enjoy would help them with that goal.

Goal setting became an important theme for one Fellow. She wrote in her reflection journal,

> Using my strength to be focused, I set clear goals for myself. I want to help the deaf community through special education and one of my goals is to master American Sign Language. Next semester at SMC, I will take a course in ASL which will move me closer to my overall goal. I will be involved in a career in which I can set clear goals for the people that I work with and myself. (Field note 9, p.4)

For Fellows to have a vision of their future, they needed to understand themselves and set clear goals.

The Influence of Discussion on the Students' Quest to Find Purpose and Meaning

The weekly reflections that students wrote were significant in their quest to finding purpose in their lives. One Fellow wrote in his final report,

> In the past, I did not believe I had a purpose. I felt that I was just going to receive my degree and start working. Now I believe I have a purpose and that purpose is to go to graduate school and receive a degree in academic counseling so I can help others succeed in school. (Field note 11, p.5)

The class helped Fellows figure out future career objectives.

Fellows had an internal system of validating themselves. Their worth as individuals was not based on a grade in class. Instead there were various aspects of their lives that gave students a sense of worthiness. As a Fellow commented in a weekly reflection,

> Grades don't say who I am and what my ability is. You really feel like I really must not be smart because the C says I'm not. But that's not true. A grade is measured on a lot of different basis and just because so and so got an A doesn't mean that they understand the material better than you did. Once I got to that point, I realized that I am worthy, not because of my grades, but also I have other things that are a part of my life. The weekly reflections contributed to this. (Field note 1, p.30)

Fellows described their motivation as coming from themselves. One Fellow said in discussion, "I have my own inner drive. I will always like school and I will always enjoy learning and that is a pro in school. I want to stay in it and get as learned as I can" (Field note 1, p.7). Fellows drew upon themselves as sources of motivation and self worth.

One Fellow described her quest for independence during discussion. She said in discussion, "I want to be able to do what I want to do when I want to do it. That would make me happy. And the only way I can do that is if I keep up what I'm doing and keep improving and doing my best and then I can do what I want to do" (Field note 2, p.7). This Fellow saw college as an opportunity towards attaining intellectual freedom and independence.

The Influence of the Professor on the Students' Quest to Find Purpose and Meaning

The professor played a significant role in the development of the Fellows in finding purpose and making meaning of their lives. He taught the students to always work hard towards greatness. A Fellow described the professor during an interview as,

> You just feel like the professor cares about what people have to offer. He wants us to concentrate on our strengths, not always trying to overcome our weaknesses. Very few times, professors will come at you like that. Usually it's like you have to do better in this area. But he words things differently. It's like you are good, but you can be this much better. He helps you to not be satisfied with where you are at and always strive for better. (Field note 1, p.16)

The professor encouraged Fellows to be motivated toward achieving and progressing beyond the state of each individual at the beginning of the school year.

Fellows were urged to concentrate their energies on their strengths to move forward in life. Another student stated, "When it comes to school, I think I can do much, much better" (Field note 2, p.5). One student described herself by saying, "I'm not satisfied with the academics but I want to be. I'm always striving to do the best that is within my power to do" (Field note 1, p.20). According to Dr. Anderson, Fellows need to possess the attitude of striving to be the best and willingness to work hard. These are traits that successful people possess. A Fellow said in an interview,

> Chip always says to focus on our strengths and not our weaknesses. I realized that I totally tend to focus on my weaknesses and not on my strengths. I figured out my top five strengths and have been focusing in utilizing them. (Field note 4, p.3)

Fellows realized that their quest making meaning in their lives resided upon turning inward and evaluating themselves.

The Influence of the Field Experience on the Students' Quest to Find Purpose and Meaning

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Serving students gave Fellows a purpose and meaning to their lives. All the Fellows involved in this program were altruistic. A Fellow believed that, "I can make an impact on someone's life. I can help somebody. Even though it's only a couple people, it still serves a purpose. I will do the best I can to make that happen" (Field note 1, p.23). Another Fellow described herself as, "I try my best to help out others" (Field note 2, p.5). The Fellows wanted to be of service to others. Experience in the field with high school students gave Fellows a purpose in life.

Fellows were aware of how serving their students may have a great impact upon their lives. One Fellow explained,

> I want to be of better service to the students. I can always revise my curriculum to fit their needs. Everything works depending on what they need. When I go out there and teach, I want them to understand that this is their program. I am doing it for them. (Field note 4, p.35)

Fellows had a strong sense of accommodating the needs of their students. Serving the students gave the Fellows a sense of mission.

Limitations

It is difficult to conclude that the self development of undergraduate resulted only from the elements of the service learning class. Various aspects of the "college experience" may have contributed to the self development of Fellows. Fellows do not necessarily categorize their development to specific instances within the service learning class. Also, the development of the self does not have an quantitative measure and is very difficult to gauge.

Conclusion and Implication

This study sought to understand the elements of the service learning pedagogy that facilitated students in focusing on their own identity development. The aim of this

study was to provide an understanding of the processes of "self" development over time. In order to investigate this issue, undergraduate students involved in the CBOP program were observed in the classroom during lecture, discussion, and field site; and interviewed. I also had access to their reflective journals and final papers. One of the underlying assumptions of this study was that as students became involved in CBOP, this would contribute toward their involvement with the institution. Indeed through providing services to high school students, the Fellows made commitments to become more involved with UCLA.

Service learning pedagogy facilitated the development of the self. Four elements of the CBOP service learning program proved to be effective in the student development of the self. The lecture, discussion, professor, and field experience were the four elements that had a relationship with student self development outcomes. Reflective journals were also an important aspect of the service learning pedagogy. This study documented the effectiveness of the pedagogy on the development of Fellows. The service learning pedagogy served to empower the Fellows. Fellows were challenged on a quest to find purpose and meaning in their lives. Also, Fellows were motivated toward loving people and loving the community. The research from this study provides some evidence of the effectiveness of the service learning pedagogy in student development.

In order to ascertain which element of CBOP most significantly contributed toward the self development of undergraduates, data was coded from the element perspective. The frequency and complexity Fellows cited each element as contributing toward a certain kind of self development was documented in matrices. Each element appeared to be important in contributing toward the self development of Fellows. One

element did not emerge to be more significant than the other. Fellows did not always attribute their development to only one element of the class but instead referred to the class as a whole. Concepts that were introduced in lecture were reinforced through exercises in discussion and interaction with Chip. Reflective journals did prove to be an important instrument in the self development of students. Fellows cited reflective journals as sources where self development occurred. Many insights became prominent for Fellows as they wrote reflective journals. There was great complexity in accomplishing this task because students did not always identify which part of the program contributed to certain outcomes. As one Fellow wrote in her reflection journal, "This entire class has been a transformation process" (Field note 9, p.6). The combination of elements served to holistically contribute toward the self development of Fellows.

Appendix A

Interview Protocol

Why did you apply to the program?
What do you like/dislike about the program?
Do you see this program benefiting/hindering you?
How have you found the class to benefit you? Give me some specific examples.
How do you view yourself?
Are there any other roles that you play that are a part of your life?
Are you involved in any other extracurricular activities other than CBOP?
What are you motivations for attending this program and going out into the field site?
What motivates you in general?
Did anyone or any situations ever discourage you?
How did you deal with that?
Have you had any negative experiences at UCLA?
What keeps you motivated, class after class?
What are your value and beliefs?
What made you take these values on to use in your own life?
What is the final goal that you have? Is it to earn lots of money?
Did you have friends who influenced you?
What do you think are your strengths and weaknesses?
What are your positive negative internal external forces that help in persisting in college?
What ethnicity are the people you mostly hang out with?
Why do you want to give back to your community?
Do you see CBOP helping you get into grad school at UCLA?
What have the graduate schools done to outreach to you?
Do you want to be in CBOP again next year?
What joys do you get from the CBOP experience?

Appendix B

Optimal Learning Principles

1. Mastery and optimal performance results from painstaking preparation and hard work.
2. Active engagement in learning makes the process more interesting, more relevant and more effective.
3. Each person is responsible for his/her own learning.
4. Each person is his own best teacher.
5. Formulating questions facilitate thinking and improves learning.
6. Making mistakes is an effective way to learn and improve.
7. Self-confidence come from our ability to persist in the face of adversity and is a fundamental ingredient to optimal learning.
8. An optimal learner prepares by reading, trying to solve problems and actively thinking about subjects before teachers teach about a subject.
9. Ability is a variable, not a constant. The harder a person tries, the more able he/she becomes.
10. Certain behaviors if practiced on a consistent basis will ensure optimal learning.
11. Grades and test scores indicate progress at one point in time.
12. My academic performance is a result of my learning methods, my attitude, and my effort.
13. All behavior is caused. All causation is mental. We become what we think about most of the time.
14. The purpose of school is assist students in learning how to learn.
15a. An effective way of demonstrating mastery of a concept is to teach it!
15b. Optimal learning results when a person learns with the goal of teaching in mind!

Source: Doby, Winston. (1997). *UCLA's Academic Development Plan in Response to the UC Outreach Task Force Report.* Los Angeles: UCLA.

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